



Principle 3 ::: Table of Contents

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SPECIAL INSTRUCTIONS FOR PRINTING HANDOUTS TO PHOTOCOPY

Whenever pages from the ECR 3-5 Literacy Training curriculum will be photocopied in black-and-white for distribution to participants, the master pages must be printed in black-and-white. DO NOT PHOTOCOPY A COLOR PAGE. PHOTOCOPYING A COLOR PAGE WILL NOT PRODUCE THE BEST QUALITY DOCUMENT. To create the best masters for photocopying, check your printer options and set it for black-and-white output, or notify your printing company (AEA, local print shop, Kinko's or other quick-printer) to set the output options for black-and-white-only printing.

3-5 yrs LANGUAGE

Principle 3

- Children need to learn and use new vocabulary continuously




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3-5 yrs LANGUAGE

Review

- Find your peer partner and join another pair to form a group of 4
- Review what you learned from completing the assignment and your questions
- Report what you learned to large group




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3-5 yrs LANGUAGE

Principle 3

- Children need to learn and use new vocabulary continuously




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Indirect and Direct Teaching

- **INDIRECT** = using an opportunity or situation to teach or reinforce words or concepts
- **DIRECT** = planned teaching, which includes pre-planning, selecting vocabulary word or concept, choosing related activities




Indirect Teaching Suggestions

- Name things
- Give explanations
- Describe a routine or something happening



Teaching Indirect Vocabulary

- grim y (hands)
- liquid soap, silky
- faucet
- knuckles, wrist, palm
- germs, invisible



Peer Partner Activity

- Select an experience
- Think of five new words to talk about with children
- Select one word; tell partner what you would say about word to child
 - Suggestions
 - Name an object
 - Explain a word
 - Describe an event or something that happened

Discussion Activity

Discuss with your neighbor


- When are some times during the day you could introduce or reinforce new vocabulary?
- What are you already doing?
- What are some additional ideas?

What Children Gain Through Personal Storytelling

- Develop vocabulary
- Recall and sequence information
- Improve listening skills
- Improve speaking skills

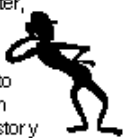
Strategies to Teach Storytelling

- Model storytelling
 - Tell a story to get a story
- Expand children's stories
 - Assist children when they are 'stuck' by helping them expand their stories



Guidelines to Model Storytelling


- Keep story short
- Make stories interesting and familiar to children
- Include main character, plot, and setting
- Encourage children to tell their stories when finished with model story



Expanding Children's Stories

Use strategies from Principle 2

- Ask questions
- Make comments
- Repeat what children say
- Use phrases such as:
 - Tell me more.
 - What happened next?



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Practice/Reflection Log

Practice Homework: Vocabulary and Storytelling

Name _____

Trainer _____

Date completed _____

Date Due _____

Record at least five (5) new words you introduced to children.

Activity / Experience	New Word Introduced	What I Said...	Children's Responses (what they said or did)
1.			
2.			
3.			
4.			
5.			



Practice/Reflection Log

Example: Vocabulary and Storytelling

Name Mary Doe

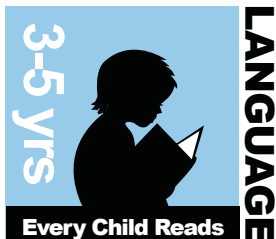
Trainer Janet Trane

Date completed 08/26/06

Date Due 08/30/06

Record at least five (5) new words you introduced to children.

Activity / Experience	New Word(s) Introduced	What I Said...	Children's Responses (what they said or did)
1. Playground	Slippery	The slide is really slippery today. Do you want to go down the slippery slide?	Child ran to the slide and said, "It was slippery ."
2. Sand Table	Empty	This cup is empty . Can you find another empty cup?	Child gives an empty cup to me.
3. Snack Time	Whole	I have a whole apple. When I cut it, it is not whole . If I cut it in many pieces, it is not whole . Who wants a whole one today?	Two children wanted whole apples and actually ate them!
4. Sitting in the tent	Frightened	Have you ever been frightened ? Frightened is another word for <i>scared</i> . Sometimes, I am frightened by a loud noise.	Several of the kids told about times when they were frightened . Some used the word. Some just used the word <i>scared</i> .
5. Block center	Longer Longest	This block is longer than this one [put 2 blocks side by side]. This block is even longer . I wonder where we could find the longest block.	The children compared blocks by lining them up. They used the words longer and longest .



Practice/Reflection Log

Example: How to Model Storytelling

Story Title Flying Fish Story

Characters (Who was in the story?)	Brief Plot (What happened?)	Setting (Where did it happen?)	Questions to Ask after telling the story to encourage children to tell their own story
Myself, my sister, and my mom	My big sister and I were changing water in the tank. My sister caught the fish in the net. The fish jumped out of the net onto the floor. She started screaming. My mom came running, but I picked up the fish and put in water. It was fine. We laughed really hard.	At my house	Do you have any fish at your house? Do you have any other pets? What do you do to help take care of pets?

Were children interested in your story? How did you know?	What would you change about your story to make it more interesting?	How did children respond to questions you asked at the end? What kind of stories did they tell?	What will you do differently next time to get the children to tell more stories or expand their stories?
Yes, they laughed and several children wanted to talk at once.	I was a little nervous at first. I think next time it will be more natural.	I hardly had time to ask a question, because three children wanted to tell stories right away. One child was not participating, so I asked her about other pets. She did not have any, so we all agreed to let her feed the class fish all week!	I need to find a way to get them to listen to each other and not interrupt. One thing would be to tell stories with only one or two children at a time. In a bigger group, I could let the storyteller sit in a chair, so that only that child could be talking. The child who wasn't participating probably needed more prompts or different questions.



Practice/Reflection Log

Practice Homework: How to Model Storytelling

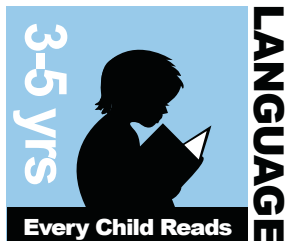
Story Title _____

Characters (Who was in the story?)	Brief Plot (What happened?)	Setting (Where did it happen?)	Questions to Ask after telling the story to encourage children to tell their own story

Were children interested in your story? How did you know?	What would you change about your story to make it more interesting?	How did children respond to questions you asked at the end? What kind of stories did they tell?	What will you do differently next time to get the children to tell more stories or expand their stories?

Developmental Sequence of Personal Narratives

	Typical Narrative	Description	Example
2 years old	Negative past events	These narratives often concern negative past events, especially injuries.	" 'member my book; my babysitter broke it."
3 years old	Two-Event Narrative	These narratives combine only two events.	"Puppy taste my knee. Then the puppy chased me."
4 years old	Leap-Frog Narrative	These narratives consist of more than two events that occur in one occasion, but the narrative is out of sequence. These narratives are often missing some events necessary for the listener to make sense of the personal narrative.	"I was losing my voice. I was having an asthma attack real bad. So, my friend to it and he got me while I was coughing in the middle of the night and he got a shot right on my leg and I had to take my tonsils out. I didn't like it. I went to the hospital for a week and because I had a real bad asthma thing and they put me in the hospital for a week and then I broke my knee."
5 years old	End-at-High-Point Narrative	These narratives have appropriate sequence, however they tend to end the narrative with the high-point of the story.	"He told me to come in. I went into the doctor's office. I had a cold. I was scared. He didn't give me a shot or nothing. He gave me the tiny pills."
6 years old	Classic Narrative	These narratives are well formed with the who, what, where of the story that builds to a high point and then goes on to describe how the story ended.	"I got jabbed on my foot. I was barefooted. I screamed and screamed and I cried and I cried. Until my next door neighbor came out and my Dad came out and my brother came out. And then they all carried me into the house, but after that happened I got to sleep overnight with my neighbor."



Participant Class Evaluation

Trainer _____ Date _____

List the last four digits of your Social Security number: _____

1. I learned...

2. I liked...

3. I would suggest changing...

4. Comments...